

- If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.
- This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.

Technical issues with the Recording?

- Clear browser cache using [these instructions](#)
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-753-2160 (M-F, 8 AM-8 PM ET)
- Email customerservice@AudiologyOnline.com



Counseling Across a Lifespan, in partnership with Salus University Part 1: Children and Youth

Cheryl DeConde Johnson, Ed.D.

University of Arizona

The ADEvantage consulting

www.adevantage.com

cdj1951@gmail.com



Learner Outcomes

- Describe how the WHO Biopsychosocial Model supports well-being and resiliency.
- Describe how social communication and social cognitive skills impact social-emotional well-being and social relationships.
- Identify two resources for promoting social emotional wellness strategies and self-determination skills for children.

Outline

- Wellness/Well-Being
- Components of Well-Being & Social Competence
- Self-Determination
- Strategies: Coaching & Counseling, Networking for Students
- Resources
- Videos
- Challenges

Wellness Model: Transforming how Disabilities are Perceived

International Classification of Functioning, Disability and Health, *WHO, 2002*.

Medical Model

- Disability is a deficiency:
 - Located within the person
 - Disability is negative and should be ameliorated
- Remedy is individual's problem
- Agent of Remedy: Health care professional

What's wrong with the person?



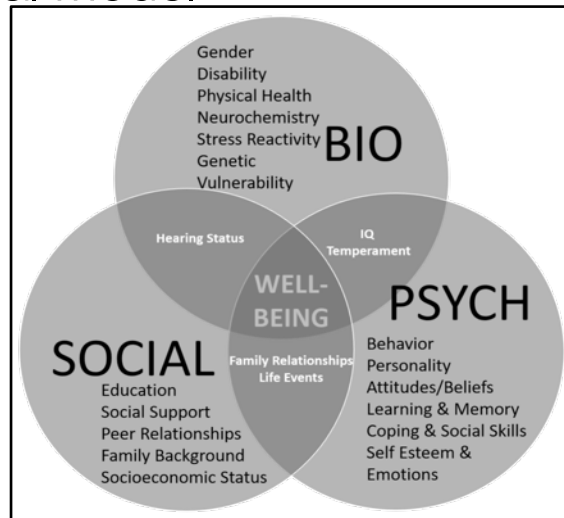
Social Model

- Disability is a difference:
 - Located between the person and society
 - Disability is neutral in life's context
- Remedy is negotiated interaction with society
- Agent of Remedy: Person and people with whom the person interacts

What does the person need?

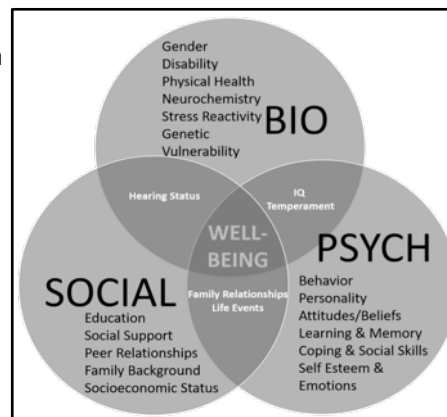
Biopsychosocial Model

- The World Health Organization identifies three levels of human functioning:
 - The level of body or body part
 - The whole person
 - The whole person in a social context



Biopsychosocial Model

- Disability involves dysfunction at one or more of these levels resulting in:
 - Impairments
 - Activity limitations and participation restrictions
- A model of disability that synthesizes what is true in the medical, social, and psychological domains
- Environmental accommodations are essential for the inclusion of the person with a disability



Characteristics of Positive Mental Health

<https://www.verywellmind.com/what-is-mental-health-2330755>

Ability to enjoy life

Ability to learn from the past and plan for the future

Resilience

Balance

Flexibility

Self-actualization

Well-Being and Resiliency

Lyons and Roulstone (2018)

Well-Being¹

- Feeling good about one's self
- Absence of psychological distress
- Presence of positive affective states

¹ Fattore, Mason, & Watson (2006)

Resiliency²

- Process of adaptation when exposed to adverse conditions
- Risk factors:
 - negative feelings
 - communication impairment & disability
 - difficulties with relationships
 - concerns about academic achievement
- Protective factors:
 - Positive feelings
 - Hope
 - Agency
 - Positive relationships

² Ungar (2015)

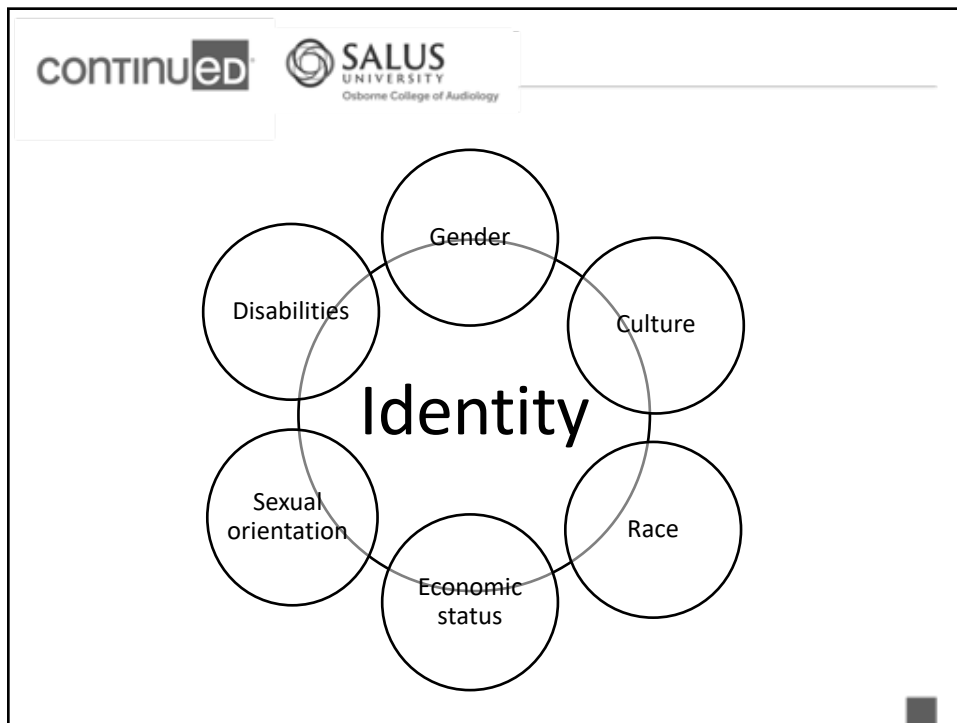
Quality of Life: DHH Children

(Kushalnager, Topolski, Schick, Edwards, Skalicky, & Patrick, 2011)

- Key finding:
- Children's perceptions of **communication with their parents**
- Significant correlation between
 - higher perceptions of their ability to understand their parents' communication and perceived quality of life
 - lower reported depressive symptoms and lower perceived stigma.

Components of Well-Being & Social Competence





Development of Self; Identity-Who Am I?

- Self-Identity: who I am as a person?
- Deaf/Hearing Identity: how does my hearing status affect me?
- Learning and accepting who I am and what I want to be

Not ears
Not an audiogram
Not a "freak"
Not "retarded"

Just a person like everyone else!

Our Challenge as professionals:

- To balance this desire for typicality with providing the support and accommodations the students need to be accepted and valued and to fully participate, academically and socially with their peers, in the classroom and in extracurricular activities.

Learning
about oneself,
and disability

Self-
Knowledge
(how I learn
best)

Self-
Acceptance

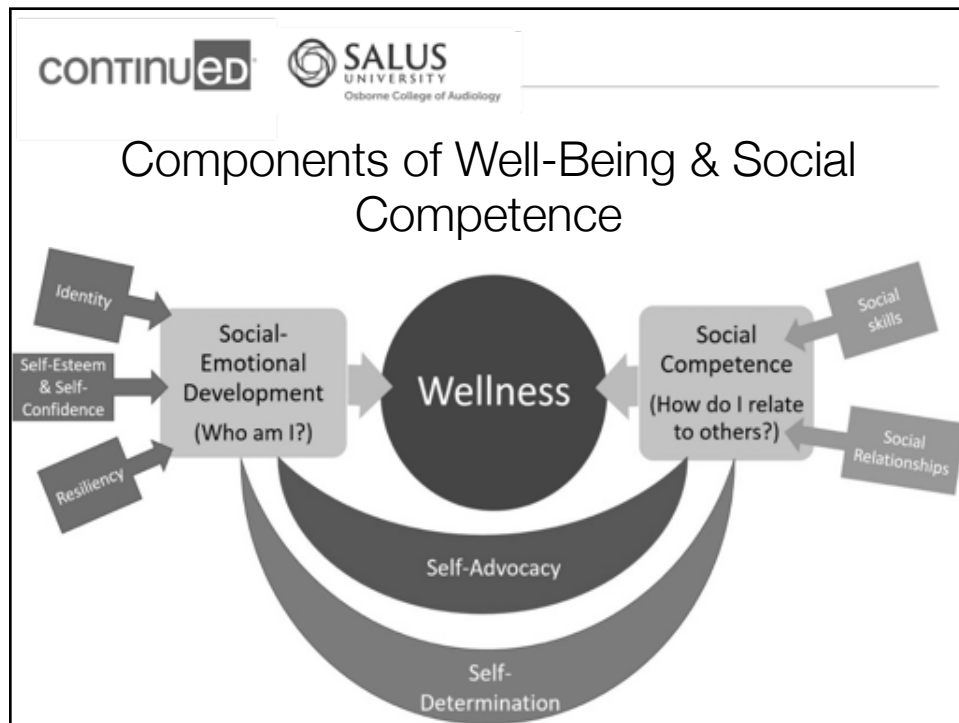
Self-Awareness Themes

Self-Esteem (Cherry, 2019)

- | | |
|---|---|
| ▪ Signs of Healthy SE | ▪ Signs of Low SE |
| ▪ Confidence | ▪ Negative outlook |
| ▪ Ability to say no | ▪ Lack of confidence |
| ▪ Positive outlook | ▪ Inability to express your needs |
| ▪ Ability to see overall strengths and weaknesses and accept them | ▪ Focus on your weaknesses |
| ▪ Negative experiences don't impact overall perspective | ▪ Feelings of shame, depression, or anxiety |
| ▪ Ability to express your needs | |

Traits of Resiliency: Fostering Resiliency in Kids (Bernard, 1991)

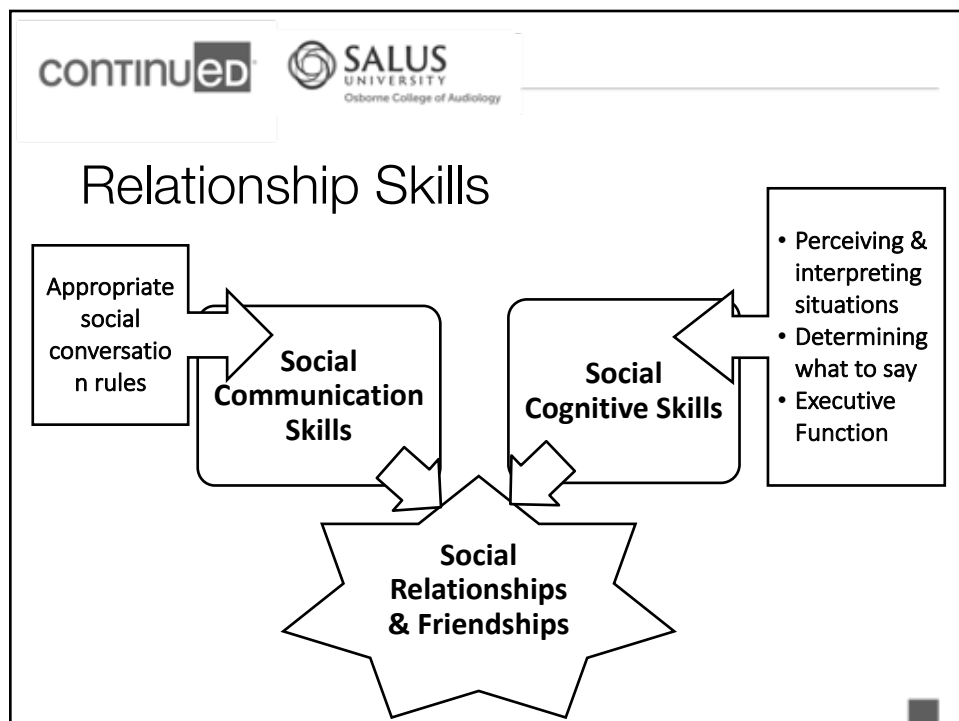
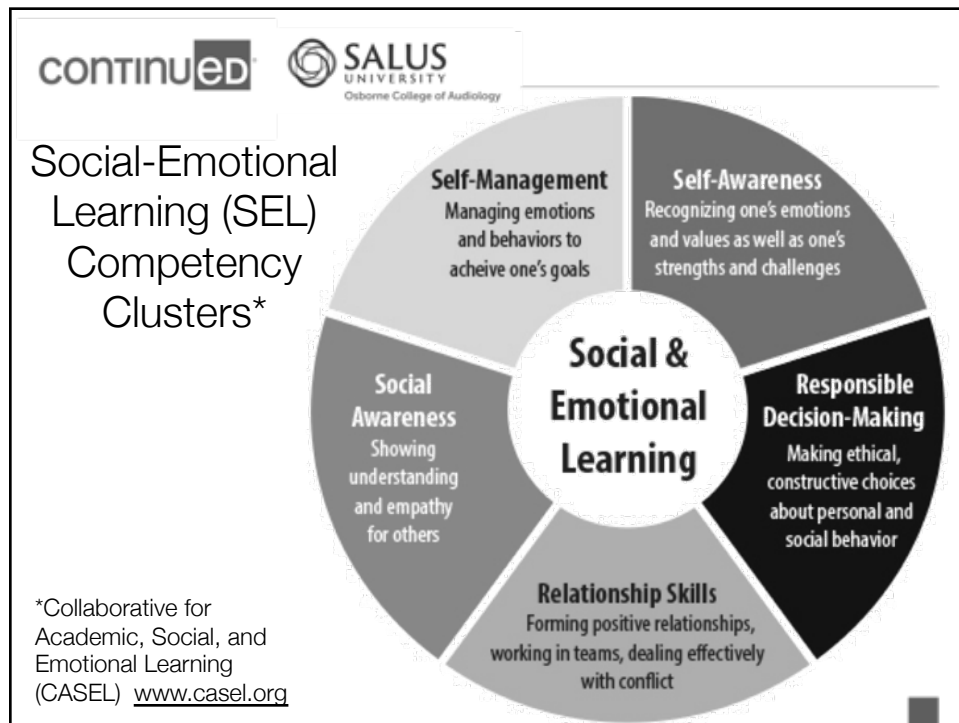
- Social Competence
- Problem-Solving
- Autonomy
- Sense of Purpose and Future

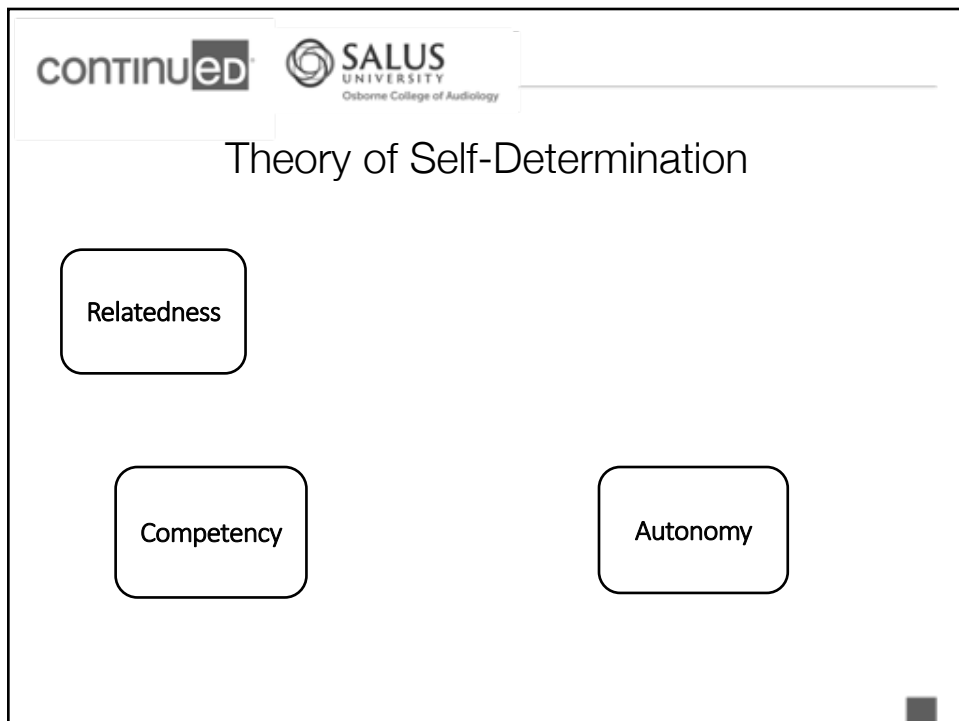
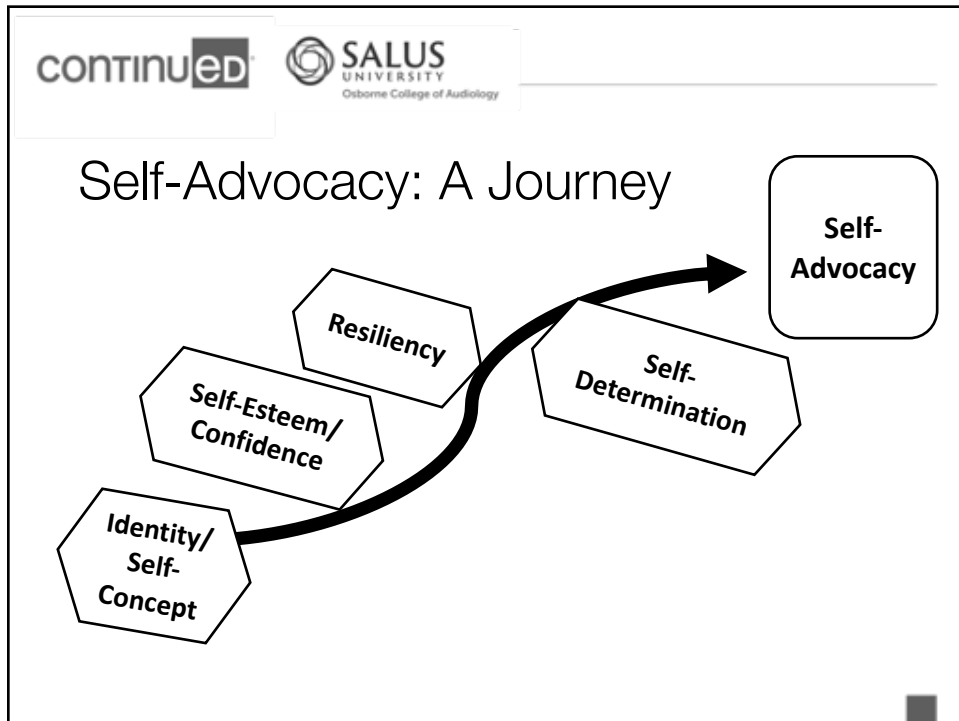


continued^{ed} SALUS UNIVERSITY
Osborne College of Audiology

Social Competence

- Interdependence of social skills and social relationships
- Social skills and social relationships are learned "insitu" (Antia & Kreimeyer, 2015)
- Inappropriate conversation behaviors may render deaf/hard of hearing children awkward and marginalized
- Social competence supported through reflection on what worked, didn't work, what would work better





Development of Self-Determination

The right to direct one's own life

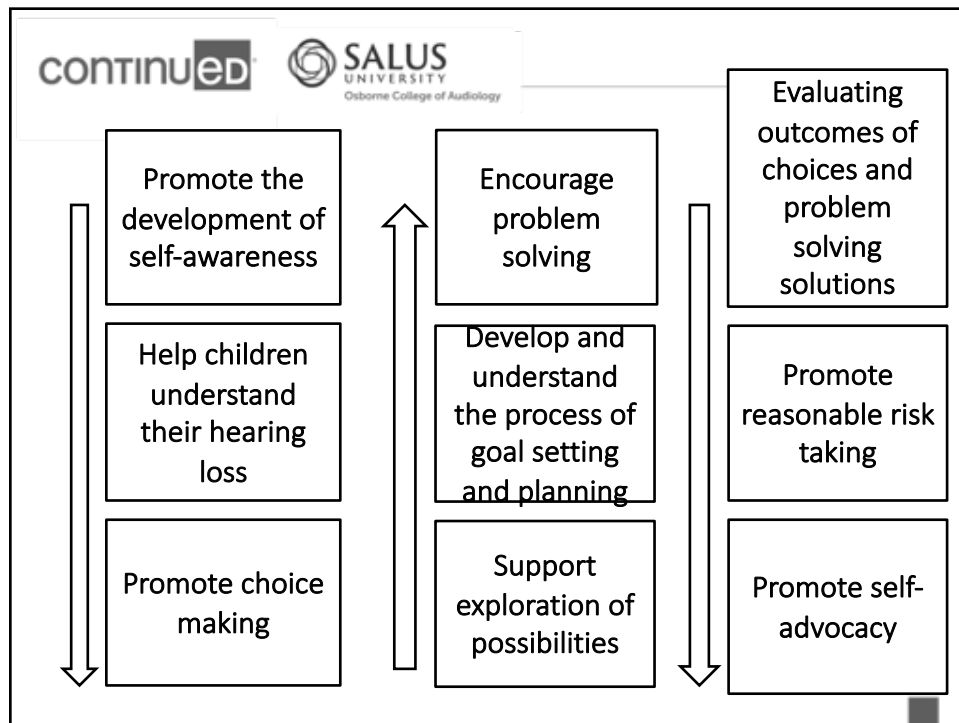
- Students with SD skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence. (Wehmeyer & Schwartz, 1997)
 - Themes of self-awareness emerged in the interviews of college students with disabilities. **All** participants believed that learning about themselves was critical to their success in college, and that **acceptance of the disability** is key to success in college. Many participants noted that acceptance of the disability was something that just had to be done in order to succeed. (Getzel and Thoma, 2008)

A more pragmatic definition:

(Martin & Marshall, 1996)

A self-determined person:

- ✓ Sets goals
- ✓ Makes decisions
- ✓ Sees options
- ✓ Solves problems
- ✓ Speaks for oneself
- ✓ Understands what supports are needed for success
- ✓ Knows how to evaluate outcomes



continued SALUS UNIVERSITY
Osborne College of Audiology

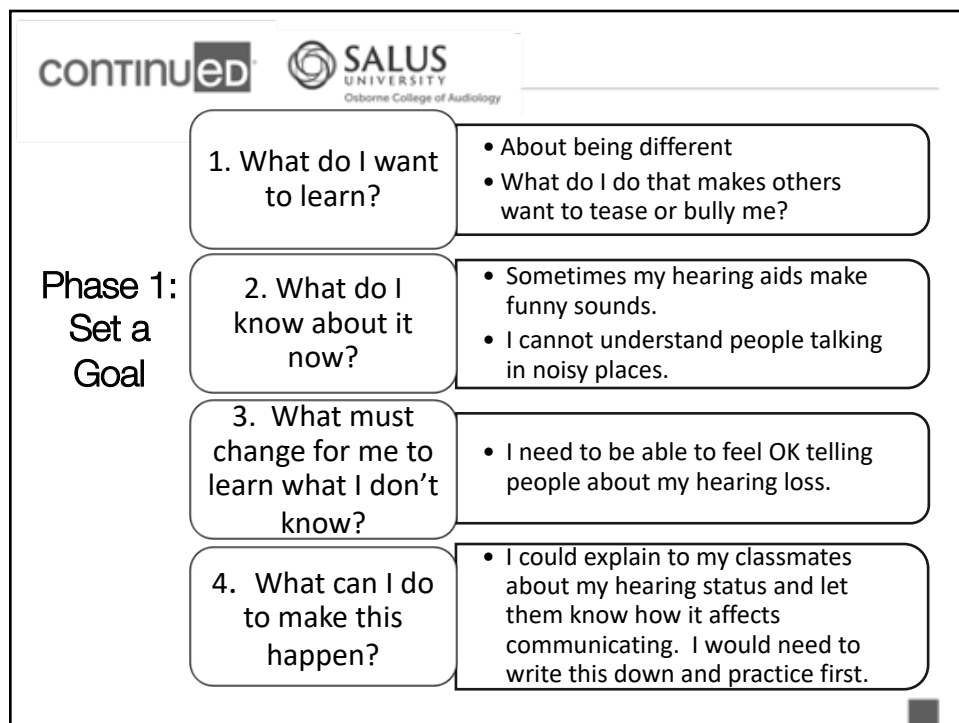
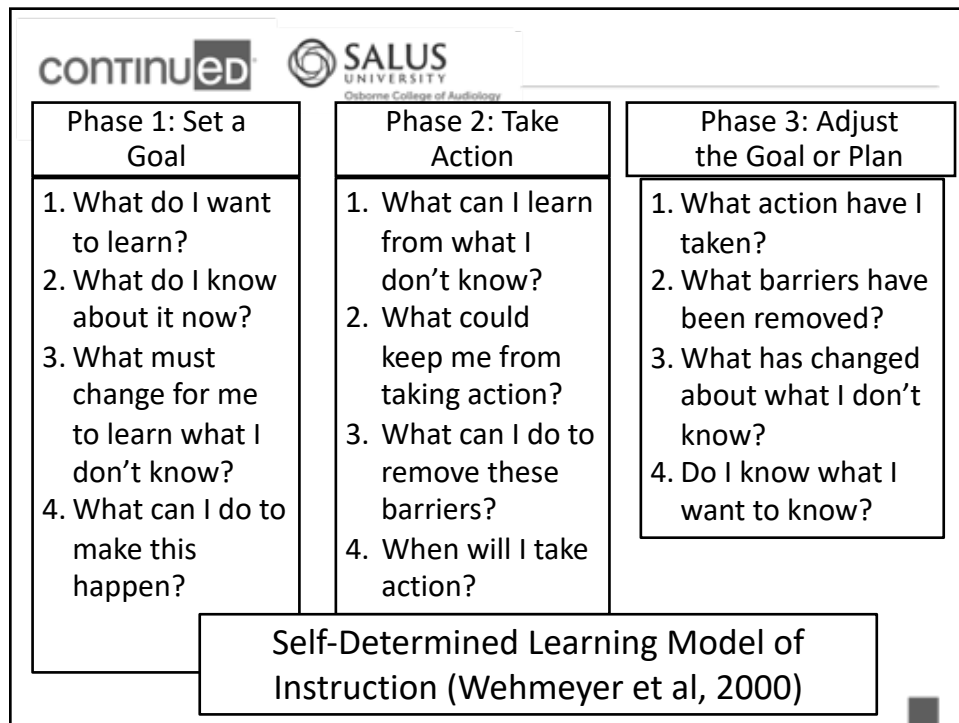
Roadblocks to Self-Determination & Self-Advocacy



Examples of Failure



- Students who are not supported to use the technology
- Self-advocacy attempts that are thwarted by the teacher
- Parents who deny the need for, or do not support, hearing instrument technology
- School cultures that are not flexible to meet individual needs of students
- Technology that does not work

Roadblocks

- Difficulty acknowledging and/or accepting a personal difference
- Does not see the benefits of recommended accommodations
- Disclosure
 - Unprepared to disclose their disability
 - Choose not to disclose
 - Wait to disclose AFTER they have significant problems
 - Anxious about a "new beginning" and do not want to be labeled



 		
Phase 2: Take Action	1. What can I learn from what I don't know?	<ul style="list-style-type: none"> • Maybe if I disclose my HL first, the students won't tease me
	2. What could keep me from taking action?	<ul style="list-style-type: none"> • I don't like talking about my hearing loss
	3. What can I do to remove these barriers	<ul style="list-style-type: none"> • I will pick someone that I feel comfortable around and tell them first. This will give me confidence to tell someone I don't know as well.
	4. When will I take action?	<ul style="list-style-type: none"> • Within the week

 		
Phase 3: Adjust the Goal or Plan	1. What action have I taken?	<ul style="list-style-type: none"> • I explained my HL and technology to my best friend after school.
	2. What barriers have been removed?	<ul style="list-style-type: none"> • My friend now understands why it is hard for my to hear on the bus and that he needs to look at me. He also understands that I may need information repeated.
	3. What has changed about what I don't know?	<ul style="list-style-type: none"> • I learned that my friend has always been curious about my HA but was afraid to ask. He now feels more comfortable asking me and talking with me.
	4. Do I know what I want to know?	<ul style="list-style-type: none"> • I want to continue practicing sharing my hearing loss so I feel more comfortable in different situations, especially when I don't know the person well.

Your Turn – Set a Goal, Determine your Action

1. What do I want to learn?
2. What do I know about it now?
3. What must change for me to learn what I don't know?
4. What can I do to make this happen?

1. What can I learn from what I don't know?
2. What could keep me from taking action?
3. What can I do to remove these barriers?
4. When will I take action?

Strategies: Coaching & Counseling

- Coaching methods
 - Committed listening
 - Nonverbal attending
 - Minimal verbal statements
 - Paraphrasing
 - Positive intent with powerful questions
 - Reflective feedback
- Coaching is student driven: ask about feelings, ideas, suggestions for solving communication and social challenges
- Respond and following their suggestions

Strategies: Networking for Students

Social skills and social relationships are learned “insitu”
(Antia & Kreimeyer, 2015)

- Access to peers and adults with various hearing levels is essential to developing identity, confidence, self-determination
- Peer mentorship programs are win-win
 - Students (mentees) see, experience, and learn possibilities, accommodations for their future
 - Mentors develop responsibility and leadership skills
- Camps and group opportunities put students on a level playing field

Victimization and Bullying

Deaf and Hard of Hearing children at increased risk for bullying (Warner-Czyz, 2018)

- 50% of DHH adolescents compared to 28% in general population
- Feelings of exclusion and coercion most frequently reported
- Victimization: use of technology, communication difficulties, immature social skills
- Recommendations:
 - Open communication between teens and parents
 - Incorporate routine questioning for bullying in protocols
 - Address victimization on IEPs & 504 Plans
 - Seek counseling when necessary

In over your head? Refer

- Students' needs are beyond our skill levels and professional boundaries
 - Depression/suicidal
 - Complex family issues
 - Potential or diagnosed psychological or psychobiological disorders
- Utilize resources of school multidisciplinary teams or other public/private professionals
 - Experience counseling DHH individuals always preferred

Audiology Self-Advocacy Checklists

(Johnson & Spangler, 2013)

Teacher Forms

- Elementary
- Middle School
- High School
- (Student)

Available in Guide to Access Planning
or www.adevantage.com





Cheryl DeCade Johnson, Ed.D.
Carrie Spangler, Au.D.

Audiology Self-Advocacy Checklist-HIGH SCHOOL (ASAC-HS)¹

Name _____
Age _____ Grade _____ Date _____
Assisted by _____ Position _____

Directions: This checklist contains skills that you should develop during high school related to your hearing status. If you did not reach proficiency on the middle school level checklist, be sure to continue working on those skills at the same time. You may ask for assistance to complete the checklist items from your teacher, audiologist, parent or other knowledgeable person. Enter the date the topic is introduced and then track your performance using the progress levels (1, 2, or 3). If you have not begun to work on a skill, circle "N" for not introduced. If the skill does not apply to you, circle "NA" and do not include that item in the overall scoring. Specific skills that are being addressed may also be recorded as objectives on your IEP. Skills should be re-evaluated at least annually. Follow the scoring directions at the bottom to obtain an overall performance level. A mastery level of 90-100% indicates your audiology self-advocacy skills are functioning at the proficient level.


Skill Area	Skill (Insert the date introduced in the date column)	Progress: NA/N=not applicable/not introduced, 1=initiated, 2=in progress, 3=mastered
Health/Medical	1. Provides detailed description of own hearing status (type, level, configuration, cause, implications for communication). Date: _____	NA/N 1 2 3
	2. Develops, rehearses, and delivers a script for disclosing hearing status information and required accommodations. Date: _____	NA/N 1 2 3
	3. Identifies pertinent medical and health specialists, their credentials, supporting roles, and how to locate them (e.g., audiologist, hearing aid dealer, otologist, geneticist, mental health/counselor). Date: _____	NA/N 1 2 3
	4. Uses resources (internet, phone book) to identify and access services and find information. Date: _____	NA/N 1 2 3
	5. Identifies own medical/health support persons, schedules and keeps appointments. Date: _____	NA/N 1 2 3
	6. Describes health-related privacy laws (FERPA and HIPAA) and appropriate methods for disclosing and sharing of personal information. Date: _____	NA/N 1 2 3
Hearing Technology and Use	7. Demonstrates ability to troubleshoot all hearing and hearing assistance technology (HAT) and follows pre-determined procedures for getting devices serviced. Date: _____	NA/N 1 2 3
	8. Demonstrates how to manipulate technology for various listening situations within school and in the community. Date: _____	NA/N 1 2 3
	9. Describes characteristics of other assistive technologies such as phone, captioning, alerting devices, text messaging. Date: _____	NA/N 1 2 3
	10. Demonstrates connectivity of personal and assistive devices with other technologies/equipment (e.g., phone, computer, video). Date: _____	NA/N 1 2 3
	11. Demonstrates use of web and other sources to learn about and locate current and emerging information and resources regarding hearing loss and hearing and other assistive technologies. Date: _____	NA/N 1 2 3
	12. Describes cost of purchasing and maintaining hearing aids/CIS/HAT, warranty and service plans, and funding options. Date: _____	NA/N 1 2 3

Osborne College of Audiology

Name: _____

Grade: _____ Date: _____



"I CAN"

Student Form

Cheryl DeConde Johnson, Ed.D.
Carrie Spangler, Au.D.

Self-advocacy means "understanding and seeking support for one's personal rights". It is important to learn these skills so that you can start taking responsibility for your communication needs and accommodations.

The Self-Advocacy Checklist is designed for students who are deaf and hard of hearing and contains suggested skills in the areas of personal health and medical information, hearing devices and other assistive technology use, and accommodations and consumer awareness.

To complete the checklist, check the boxes of the skills you feel that you know. Once completed, you can use this checklist to track the development of your self-advocacy skills. Talk with your audiologist, teachers or parents if you need assistance completing any of the items.

Personal Health/Medical Information	<p>Understanding hearing and hearing loss</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe how the ear works and common disorders of hearing loss <input type="checkbox"/> describe pitch and loudness characteristics of the audiogram <input type="checkbox"/> describe my hearing loss (type, degree and configuration) <input type="checkbox"/> describe cause of my hearing loss if known <input type="checkbox"/> describe basic communication implications of my hearing loss <input type="checkbox"/> describe basic hearing loss prevention strategies <input type="checkbox"/> develop and rehearse a script for disclosing my hearing loss information and required accommodations <p>Access to health professionals</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify pertinent medical and health specialists, their supporting roles, and how to locate them (audiology, otology, genetics, mental health/counseling) <input type="checkbox"/> identify my medical/health support persons <p>Responsibility for equipment</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> manage all operational components of my personal and assistive technology <input type="checkbox"/> troubleshoot my hearing and hearing assistance technology (HAT) and follow pre-determined procedures for getting equipment serviced <input type="checkbox"/> transport equipment to and from various school environments <input type="checkbox"/> notify the speaker or responsible person (my instructor, employer, audiologist) when my devices are not working properly <input type="checkbox"/> explain the various uses of my devices and demonstrate their flexibility (i.e. ability to couple to audio devices-computers, TV, PA system) <p>Use of individual amplification devices</p>
Hearing Devices and Other Assistive Technology Use	<p>Use of assistive technologies</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the basic parts and functioning of personal and HAT devices including <ul style="list-style-type: none"> o program options in HA/CI/Baha o limitations of technology <input type="checkbox"/> describe the benefits and limitations of my technology in various situations including those outside of school <input type="checkbox"/> utilize the devices in different environments (i.e. lectures, small groups, pass around) <input type="checkbox"/> assist in training staff on my equipment <input type="checkbox"/> describe how to manipulate technology in difficult listening situations <input type="checkbox"/> describe how to connect my equipment into other audio devices <p>Use of Resources</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and demonstrate features of various assistive technologies to accommodate hearing loss (for example: telephone, captioning, alerting, text messaging devices) <p>Use of Resources</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate use of the web to locate information and resources about hearing instruments and HAT <input type="checkbox"/> identify various funding options for hearing, HAT and other assistive technologies
Accommodations and Consumer Awareness	<p>Strategies to address learning and communication challenges</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe my communication challenges <input type="checkbox"/> identify the accommodations that are helpful to me to address my communication and learning needs <input type="checkbox"/> discuss my Personal Profile and Accommodations Letter (PPAL) with instructors, employers, disability coordinators, VR counselors and use in my community <input type="checkbox"/> develop alternative strategies/solutions when accommodations not provided/available <input type="checkbox"/> describe my educational history (educational test scores, learning styles, communication abilities) and explain the skills that are my strengths and those that are challenges <input type="checkbox"/> identify the academic supports that I need when necessary <p>If High school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulate present levels of functioning for my IEP & develop my IEP goals <input type="checkbox"/> describe my achievements and performance levels for my Transition Plan and my Summary of Performance <input type="checkbox"/> describe and differentiate IDEA, 504, ADA as it relates to hearing loss including eligibility criteria <input type="checkbox"/> demonstrate that I have met with the office of disabilities services to identify my available services for higher education or human resource office for employment. <p>If post-high school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use 504 & ADA to obtain accommodations <input type="checkbox"/> access disability support services when pursuing higher education or accommodations for employment.

¹ English, K. (1997). *Self-Advocacy for Students who are Deaf or Hard of Hearing*. Austin, Texas: Pro-Ed

Self-Advocacy Checklist © 2016 Cheryl DeConde Johnson cd1351@gmail.com; Carrie Spangler carries@cybersummit.org

We wish to recognize the contributions of Kate Salathiel's (2008) Transition Competency Checklist for Individuals with Hearing Loss to the development of this protocol.

Self-Advocacy Checklist © 2016 Cheryl DeConde Johnson cd1351@gmail.com; Carrie Spangler carries@cybersummit.org




Osborne College of Audiology

Self-Advocacy Resources

- Audiology Self-Advocacy Checklists (Teacher Forms); "I Can" Self-Advocacy Checklist (Student Form) (C.D. Johnson & C. Spangler, 2016) www.adevantage.com
- Guide to Self-Advocacy Skill Development (Anderson, 2012) www.successforkidswithhearingloss.com
- Ida Institute www.idainstitute.com
 - My World
 - Growing Up With Hearing Loss
 - Living Well for Teens and Tweens
- I'm Determined: Empowering Self-determined Behavior <https://www.imdetermined.org/>



Self-Advocacy Resources

- Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students (Clark, & Scheele, 2005) www.handsandvoices.org
- Listening Inventory for Education-Revised (Anderson, Smaldino, Spangler 2011) www.successforkidswithhearingloss.com
- Self-Advocacy Competencies for Students who are Deaf or Hard of Hearing (Luckner & Becker, Odyssey 14, 2013)
- Self-Advocacy for Students who are Deaf or Hard of Hearing (1997), K. English <http://advancingaudcounseling.com/wp-content/uploads/2019/01/SelfAdvEBook.pdf>
- Self Advocacy & Transition Skills for Secondary Students who are Deaf or Hard of Hearing (Price, 2014)



Examples of Self-Advocacy – Mason's IEP



Examples of Self-Advocacy – Ren

<https://www.youtube.com/watch?v=fy8huTWmhHg&feature=youtu.be>



Challenges to Implementing Counseling Services

- Time
- Experience
- Comfort with topic
- Access to referral resources when needed
- Materials

- Other???



References

- Antia, S. & Kreimeyer, K. (2015). *Social competence of deaf and hard of hearing children*. NY: Oxford University Press
- Bernard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school and community*. Western Regional Center for Drug-Free Schools and Communities. Portland: Northwest Regional Laboratory
- Cherry, K. (2019). What Exactly Is Self-Esteem? Verywellmind.com
<https://www.verywellmind.com/what-is-self-esteem-2795868>
- Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.). *Core SEL Competencies*. www.casel.org
- Fattore, T., Mason, J., & Watson, E. (2006). Children's conceptualizing of well-being. *Social Indicators Research*, 80, 5-29.
- Getzel, E., & Thoma, C. (2008). Experiences of college students with disabilities and the importance of self-determination in higher education settings. *Career Development for Exceptional Individuals*, 31(2), 77-84.
- Kushalnager, P., Topolski, T., Schick, B., Edwards, T., Skalicky, A., & Patrick, D. (2011). Mode of Communication, Perceived Level of Understanding, and Perceived Quality of Life in Youth Who are Deaf or hard of Hearing. *Journal of Deaf Students and Deaf Education* 16:4, 512-522.
- Lyons, R. & Roulstone, S. (2018). Well-being and resilience in children with speech and language disorders. *Journal of Speech, Language, and Hearing Research*, 1-21.



References

- Martin, J.E., & Marshall, L.H. (1996). Infusing self-determination instruction in the IEP and transition process. In D.J. Sands & M.L. Wehmeyer (Eds.), *Self-determination across the lifespan: Independence and choice for people with disabilities*. Baltimore: Paul L Brookes.
- Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Ungar, M. (2015). Practitioner review: Diagnosing childhood resilience- A systematic approach to the diagnosis of adaptation in adverse social and physical ecologies. *The Journal of Child Psychology and Psychiatry*, 56 (1) 4-17.
- Warner-Czyz, A., Loy, B., Pourchot, H., White, T., & Cokely, E. (2018). Effect of Hearing Loss on Peer Victimization in School-Age Children. *Exceptional Children* 1-18. DOI: 10.1177/0014402918754880 ec.sagepub.com
- Wehmeyer, M.L., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. *Exceptional Children*, 63, 245-255.
- Wehmeyer, M.L., Palmer, S.B., Agran, M., Mithaug, D.E., Martin, J.E. (2000). Promoting causal agency: The Self-Determined Learning Model of Instruction. *Exceptional Children*, 66, 439-453.
- World Health Organization. (2002). International Classification of Functioning, Disability and Health (ICF). Retrieved from <http://www.who.int/classifications/icf/en/>

continued[®]



Thank You!